

# MATH PLANNING

## 1<sup>ST</sup> UNIT OF STUDY

### 2012-2013

**Grade Level:** 5<sup>th</sup>

**KCAS Addressed:** 5.OA.1, 5.OA.2, 5.OA.3, 5.NBT.1, 5.NBT.5, 5.NBT.6, 5.G.1

**Tools:** break apart strategy, array model, algorithm, centimeter grid paper, color tiles, calculator

**Vocabulary:** Parentheses, brackets, braces, numerical expression, evaluate, simple expression, calculation, interpret, quotient, dividend, divisor, place value, properties of operations, multiplication, division, equation, rectangular array, area model, perpendicular lines, axis, coordinate system, intersection, origin, plane, ordered pair, coordinates

[Link to Learning Target Sheet](#)

[Link to Student Self-Assessment](#)

KCAS	Learning Targets	Resources /Lessons	Formative Assessments
Investigations Unit 3: Thousands of Miles, Thousands of Seats			
5.NBT.1 ★	I can explain how the value of a digit in a multi-digit whole number relates to the value of the digits around it.	<u>Investigation 1</u> 1.1-1.2	<a href="#">Friendly Talk Probe</a>
Investigations Unit 7: How Many People? How Many Teams?			
5.NBT.5 ★	I can multiply multi-digit whole numbers using the standard algorithm.	<u>Investigation 2</u> 2.1-2.4	<a href="#">(1)Multiplying</a> <a href="#">(1)Using the Algorithm</a> <u>Coach Crosswalk</u> Pg. 46-50 Pg. 51-52 # 1-8, 9 (CR)
Investigations Unit 1: Number Puzzles and Multiple Towers			
5.NBT.6 ★▶	I can divide a 4 digit by a 2 digit number using place value, the properties of operations, and/or the relationship between multiplication and division.	<u>Investigation 2</u> 2.4A	<a href="#">Solve It</a>
	I can interpret the remainder of a division problem.	<u>Investigation 3</u> 3.1-3.4; 3.6-3.8	<a href="#">Concert</a>
	I can illustrate and explain division calculations using rectangular arrays, and/or area models.	<a href="#">French Fries</a>	<u>Coach Crosswalk</u> Pg. 44 #2 Pg. 57-58 #1-8, 9 (CR) Pg. 62 #2,4,7,9 (CR) Pg. 118 #2 Pg. 259 #9
Investigations Unit 8: Growth Patterns			

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5.OA.1 ★▶	I can use parentheses, brackets, or braces in numerical expressions and evaluate with these symbols.	Investigation 1 1.3-1.5  <a href="#">Target Number Dash</a>  <a href="#">Order of Operation Bingo</a>	<a href="#">Friendly Talk Probe</a>  <a href="#">Order of Operations Puzzle</a>  <a href="#">Numerical Expressions Wall Clock</a>  <a href="#">Writing Expressions</a>
5.OA.2 ★▶	I can write simple expressions to represent calculations.  I can interpret expressions without evaluating them.	Investigation 1 1.3-1.5  <a href="#">Additional Resources</a> <a href="#">Verbal Expressions</a>	<a href="#">(1) Expressions</a> <a href="#">(1)Evaluating</a> <a href="#">(2)Journal Prompt-Expressions</a> <a href="#">Coach Crosswalk</a> Pg. 12 # 4, 6 Pg. 17 # 1-6 Pg. 18 #7-9(CR) Pg. 41 #4, 6 Pg. 258 #1 Pg. 268 #47
5.OA.3 ★▶	I can generate two numerical patterns using two given rules.  I can identify relationships between corresponding terms.  I can generate ordered pairs using terms from two patterns and graph the ordered pairs on a coordinate plane.	Investigation 1 1.3-1.5  <a href="#">Additional Resources</a> <a href="#">Function Table and Coordinate Grid</a> <a href="#">Function Table and Graph</a>	<a href="#">(1)What's the Pattern</a> <a href="#">(1)Patterns</a>  <a href="#">(2)Adding on the Coordinate Grid</a> <a href="#">(2)Subtracting on the Coordinate Grid</a> <a href="#">Coach Crosswalk</a> Pg. 13 #8, 10 (CR) Pg. 33 #2, 5 Pg. 34. #8, 9 (CR) Pg. 39 #1,2,4, Pg. 40 #6 (CR)
5.G.1 ★▶	I can define a coordinate system and its components (origin, axes, ordered pairs/coordinates).  I can locate and describe how to locate an ordered pair (X- and Y- coordinates) using the X- and Y-axes.	Investigation 1 1.3-1.5 <a href="#">Additional Resources</a> <a href="#">Coordinate Grid on the Geo-board</a> <a href="#">Coordinate Grid Swap</a> <a href="#">Coordinate Grid Paper</a> <a href="#">Gap Lessons</a> <a href="#">Running Races</a> *Lessons 4 and 5	<a href="#">(1)Grids</a> <a href="#">(2)Creating a Grid</a>  <a href="#">(2)Coordinate Shapes</a> <a href="#">(2)Friendly Talk Probe</a> <a href="#">Coach Crosswalk</a> pg. 218 #1-5 Pg.219 #9 Pg. #225 #1,2,6 Pg. 226 #7,8,9 (CR) Pg. 231 #1-4

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			Pg. 232 #6 Pg. 225 #3-5 Pg. 250 #1-5 Pg. 251 #9 Pg. 265 #35 Pg. 267 #44 Pg. 271 #55 (CR)
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**Assessments:** *Identify the assessments given throughout the unit. Circle (F) for Formative assessments or (S) for summative assessments.*

<b>Assessment Title:</b> F S	<b>Standard(s) Addressed:</b>	<b>Date Given:</b>
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**Mathematical Practices:** *Provide evidence of how students will be engaged in each of the mathematical practices.*

Problem Solve and Persevere	Attend to Precision	Provide Viable Argument
Model Mathematics	Reason Abstractly and Quantitatively	Repeated Reasoning
Look for and Make Sense of Structure		Tools

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<u>10 Minute Math</u>	<u>Math Talks</u>

Interventions		
Concept	Resources	Extension Projects
		Extending Division-Marilyn Burns - <u>If You Hopped Like a Frog</u>

Teacher Reflection	
What lessons do I need to revise?	
Are there any other resources I need for this unit?	
What were some concepts students struggled with?	
What are some concepts students excelled in?	